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ABSTRACT

Disciplining is an active teaching and learning process of helping young children become cooperative people who can acquire self-discipline. This book provides three broad philosophies for dealing with misbehavior and difficult children. Chapter 1 offers an overview of the Teacher Behavior Continuum. Chapter 2 provides a detailed explanation of Relationship-Listening techniques. Chapter 3 presents Confronting-Contracting techniques. Chapter 4 describes Rules and Consequences techniques. Chapter 5 describes the levels of crisis through which a child will progress during incidents of assault and violence. Chapter 6 presents a theoretical framework for viewing aggressive and passive children and techniques for intervening with such children, while chapter 7 introduces a step-by-step intervention process for helping problem children through developmental play techniques. Chapter 8 provides guidance in teaching values and proper behavior. Chapter 9 guides the teacher in how to arrange space and materials to prevent misbehavior, while chapter 10 provides the teacher with concrete techniques for handling misbehavior during critical time periods. Chapter 11 provides a way of viewing intervention problems and suggests a set of guidelines for teacher action. Chapter 12 provides steps to follow in establishing a staffing approach for dealing with problem children. Chapter 13 describes the importance of play, its value, and how the teacher may evaluate and facilitate the child's play. An appendix provides information on medication given to children with behavioral problems. (SD)

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